

1987-1988

The following are the major components of the career education program. The first component is the career education curriculum. This curriculum is designed to provide students with the knowledge, skills, and attitudes necessary for a successful career. The second component is the career education delivery system. This system is designed to provide students with the opportunity to learn about careers in a hands-on, experiential manner. The third component is the career education evaluation system. This system is designed to provide students with the opportunity to evaluate their own learning and progress.

The career education curriculum is designed to provide students with the knowledge, skills, and attitudes necessary for a successful career. The curriculum is organized into three main areas: career exploration, career development, and career placement. Career exploration is the first area of the curriculum. It is designed to provide students with the opportunity to learn about different careers and to explore their own interests and abilities. Career development is the second area of the curriculum. It is designed to provide students with the opportunity to learn about the skills and attitudes necessary for a successful career. Career placement is the third area of the curriculum. It is designed to provide students with the opportunity to learn about the process of finding a job and to develop the skills and attitudes necessary for a successful job interview.

The career education delivery system is designed to provide students with the opportunity to learn about careers in a hands-on, experiential manner. The delivery system is organized into three main areas: career exploration, career development, and career placement. Career exploration is the first area of the delivery system. It is designed to provide students with the opportunity to learn about different careers and to explore their own interests and abilities. Career development is the second area of the delivery system. It is designed to provide students with the opportunity to learn about the skills and attitudes necessary for a successful career. Career placement is the third area of the delivery system. It is designed to provide students with the opportunity to learn about the process of finding a job and to develop the skills and attitudes necessary for a successful job interview. The career education evaluation system is designed to provide students with the opportunity to evaluate their own learning and progress. The evaluation system is organized into three main areas: career exploration, career development, and career placement. Career exploration is the first area of the evaluation system. It is designed to provide students with the opportunity to evaluate their own learning and progress. Career development is the second area of the evaluation system. It is designed to provide students with the opportunity to evaluate their own learning and progress. Career placement is the third area of the evaluation system. It is designed to provide students with the opportunity to evaluate their own learning and progress.

ED053301

VOCATIONAL EDUCATION FOR THE 1970's  
Conference Discussion Paper

Bureau of Adult, Vocational and Technical Education  
Division of Vocational and Technical Education  
March, 1971

000000

to the extent that it is possible, to be prepared to enter later in life into the career education program within the public schools. The following statement of Dr. Arthur L. Miller, U.S. Office of Education, is pertinent:

I propose that a general goal of American education should be that every young person completing our school program at grade 12 be ready to enter higher education or to enter social and growing employment.

We believe it is time to take the initiative in moving toward a career education program that will be responsive to the needs of all our people, and that will give each child, youth, and adult assistance in knowing about and preparing for careers. Above all, every individual must be afforded opportunities to exercise personal options concerning employment and further education throughout life. What programs are necessary in our schools? How can community resources be fully utilized in career education? Nationwide discussion is needed to help motivate the institutions of career education in local school systems.

Although many persons have made valuable contributions to this paper, the principal effort was made by Dwight K. Crum, Deputy Director of the Division. Please let us know how this effort may be improved.

Edwin L. Rumpf, Director  
Division of Vocational and  
Technical Education  
U.S. Office of Education

March 2, 1971

Building on these concepts of specific skills training, of socio-economic accountability in meeting employment needs, and a massive expansion of post-secondary programs, vocational education must now provide the framework for a career education system that will: (1) introduce the elementary school child to the world of careers; (2) provide exploration, guidance and counselling for career choices throughout elementary and secondary education; (3) provide specific skills training, job clusters skills, or pre-technical education at the secondary level; (4) provide pre-technical



[illegible][illegible]

*(continued)*

[illegible]

subject is needed in technical, transfer, health, environmental construction, and other kinds of employment where predicted manpower shortages exist. Vocational education must be a viable force in creating change in the nation's economy by being the foremost provider of qualified manpower for new and emerging occupations.

3. Private schools and private industry must be an integral part of career education. This goal conceives the community as a laboratory in all facets of career development. Private schools must participate in specific skills training. Private industry and other employers must be an active participant in instructional design, skill training and related educational components, guidance counselling, and placement. The facilities and equipment of private industry must be used when it will result in more effective, efficient or timely instruction. The schools should become comprehensive community institutions, so that their facilities, equipment, and vocational personnel are available on a 12-month basis. Schools should feature open entry/exit specific skills training and related knowledge for out-of-school youth and adults.

4. Vocational education is the principal element of a career education program, K-adulthood. Career development and education

...to become prepared to work throughout lifetime. ...to be responsive to each student's needs and interests in a course of study or to a particular job. Vocational education should be the principal element of career education. It can emphasize attitude building with respect for work, as well as to enhance personal values in life. It is the principal provider of work competencies.

5. Leadership development to effect career education is essential.

New approaches to developing career education leadership are needed for education administrators and industrial managers. Systems analyses techniques will be employed to use the best practices in industry and in public and private schools.

III. The Career Education Model

What follows are proposed components of a career education model based upon the foregoing objectives and goals:

1. Career education will replace general education. The general education curriculum will be restructured to focus its objectives on work as a way of life and also upon preparation for further study. Work orientation, prevocational preparation, student development, pre-technical education, cluster skills training, the development of work related attitudes and understandings, and supervised work experience will replace or change general education courses and move students into meaningful instruction and experiences that will make easier the transition to specific skills training or



1. Further education, training, and continuing education, including instruction in effective use of continuing education counselling and guidance will be an integral part of the flexible curriculum.

2. Vocational education will also include a wide range of programs. Whether they are selected to address specific needs of students with special needs, special target populations will be given priority throughout the school. The vocational guidance and counselling, and placement efforts for these programs will be highly specialized and more individualized than in general education programs.

3. Career education will begin in the elementary school and continue throughout life. Attitude building, career orientation, vocational guidance and counselling, as well as exploratory activities, will begin as early as possible to ensure attitudes for this world of work. Some specific skill exploration will start in the middle grades to acquaint students with machines, instruments, tools, equipment, and processes, so students can gain insights into operation, maintenance, safety, and processes in their quest for an occupational choice. Simple job cluster skills and related knowledge can be introduced in junior high school. As the student progresses through secondary and post-secondary programs of his choice, he will have alternative choices



now represent a very small fraction of technical education enrollments.

6. Adult vocational education will be emphasized to permit updating and upgrading of job skills, to insure continued employment, and to permit adults to make career changes. The adult must have opportunities to gain new skills, knowledge, and understandings to advance up the career ladder or to move to other jobs, or into supervisory or managerial positions. Refresher training for updating job skills must be readily available.

7. Job placement and follow-up will be a continuing school function. Job placement will be part of planning, operations, and evaluation of all career education programs and schools will become a principal job placement institution in all communities. Cooperative training programs aid schools in assuming the placement function. Formal follow-up services will be an integral part of the delivery system.

8. Greater involvement of employers and private schools in providing vocational education will be evident. The goal will be to achieve a systematic involvement of these resources in vocational education with the caveat that the public school system will be responsible for administering the various components of an efficient delivery system. The public school administrator has a fiduciary relationship both to the tax payers and to the recipients of vocational education to provide the optimum mix of public and private facilities, equipment and know-how.

Career education requires the view of the total community, the laboratory, and remove the obsolescent position that vocational education can occur only in a public school. Expanded cooperative education programs will include innovative variations to maximize private school and industry involvement. They will train where schools are unable to do so, or where they can enhance the local vocational program. Private schools participation will give more flexibility in program operation and will help maximize individual choice. Certainly much of the skills training can be obtained on a purchase of services basis from private schools.

9. Leadership development for vocational personnel and teacher preparation and upgrading will be required. School administrators at all levels, and private industry officials, will be included as participants in leadership development for vocational personnel. A continuous effort is needed to bring all components of the proposed model into a successful career education program that can be replicated extensively.

10. Vocational education youth groups will be encouraged and their activities supported as an integral part of career education.

11. Effective and continuous evaluation is required. Socio-economic accountability and cost/benefit comparisons must be included.

12. Performance incentives will be utilized to help obtain the most beneficial results. Such incentives will be applied to the highest priority components of the model such as serving the target groups, being highly responsive to labor market needs, and for maximum involvement of private schools and employers in career education.

#### IV. Vocational Education Delivery System

To effect a new career education system, the present vocational education delivery system must be modified. Some legislative changes will be necessary for full implementation of this delivery system:

- a. Targeted basic grants should be made to all States with a "pass through" to areas of urgent need, such as inner-cities and isolated rural areas. Such targeting will reflect full legislative intent so that change can be effected through the planning process.
- b. Incentive grants should be made for unique or unusual efforts or progress, such as more effectively serving target populations, for making specific skill training more relevant in meeting labor market needs, for improved vocational counselling and guidance, for maximizing private school and private industry involvement, for innovative clustering of skills training, for meeting human needs in geographical areas not previously served and for vocational personnel development that is more responsive to these special needs areas. Incentive grants will be the principal delivery system to reform the present secondary and post-secondary

program. For example, specific encouragement must be provided to meet the needs of the residents of inner-cities or isolated areas. This may be done by taking the residents to programs that are not available in their neighborhood.

c. Federal package models will be another delivery mechanism.

This envisions the USOE working directly with LEA's but in consultation with State departments of education, and other agencies or institutions, on a performance-contracting basis to attain the objectives of a career education program. Many of the criteria in the incentive grants may be used.